The Role of Organizational Learning and Culture in Building Organizational Competitiveness

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ABSTRACT

The factor that becomes the main concern in an organization is humans, because humans play a major role in an organization. So humans, must be managed as employees and not as machines. Therefore, the organization must manage employees as the main and important factor for the success of the organization. Developing good human resources and using them properly can help organizations become dynamic and achieve maximum work performance, work motivation can be increased in order to get civil servants in professional government agencies. An organization's ability to compete and keep abreast of technological, information and communication developments certainly needs the support of individuals within the organization. This article discusses the role of organizational learning and organizational culture in building the competitiveness of an organization. Several studies show that organizational learning has a very important role in increasing organizational competitiveness. An innovative culture has the following characteristics: creative, result-oriented, and a challenging work environment. A supportive culture is characterized by teamwork and people-oriented (relational), encouraging employees to take action and a work environment that is full of trust and achievement.

KEYWORDS: Organizational Learning, Organizational Culture and Organizational Competitiveness

INTRODUCTION:

The factor that becomes the main concern in an organization is humans, because humans play a major role in an organization. So humans, must be managed as employees and not as machines. Therefore the organization must manage employees as the main and important factor for the success of the organization. According to Wirman & Alwi (2014), the role of humans is very important in every achievement of organizational goals, both private and government organizations, so that the elements of labor or staff need to be given proper attention by management or leaders in each agency. Therefore employees are given proper motivation in order to work with good performance.

The rapid development of science and technology today makes organizations faced with a challenge in facing competition. HR quality is one of the key factors in organizational competitiveness. Every organization is required to have a competitive advantage in order to survive which is supported by organizational intelligence to manage knowledge through a continuous learning process. With the existing problems and progress, it means that every organization is required to be able to compete and increase its competitiveness in order to be able to keep up with the times and survive in an increasingly sophisticated era with advances in technology, information and communication.

An organization's ability to compete and keep abreast of technological, information and communication developments certainly needs the support of individuals within the organization. As mentioned by Ducker (1992), that at this time we are in the era of the communication revolution, organizations must have explicit knowledge (know how) and tacit knowledge (know why). As well as the knowledge possessed by each individual in the organization is the key to success in improving the welfare of the

organization and the welfare of the individuals within it. As a learning organization, educational and training institutions must be able to produce human learners. Human learners are people who place learning actions in the totality of their life schemes. Forming human learners in a broad sense cannot be instantaneous, but through a process of evolution of consciousness. It takes seriousness and a long span of time to achieve it.

Developing good human resources and using them properly can help organizations become dynamic and achieve maximum work performance, work motivation can be increased in order to get civil servants in professional government agencies. Human resource development in question is the withdrawal, training and promotion of positions or ranks. The performance of an institution such as the police, the role of the leader is one of the keys to the successful delivery of public services. Therefore, in order to realize the services of the police institution to the community, the performance of each member is needed in a professional manner. This means that leaders in police institutions must be able to encourage their members to work with high performance. (Solikin, 2019).

Furthermore, competitive advantage can result from the difference (differentiated) owned by a company against other similar companies. Differences in national values, culture, economic structure, institutions, and history all contribute to success in competition. Corporate culture is one of the important factors in increasing the competitiveness of companies. Therefore, corporate culture can be a key factor that determines the success or failure of a company in achieving its goals. At first, non-academic people did not like organizational culture, because they did not believe that it had a very large influence on organizational performance. However, after conducting research by several universities and consultants such as Harvard, Stanford, MIT, McKinsey, and MAC, they began to feel the importance of what they call corporate culture or organizational culture. The basis for their thinking is through the results of three studies, among others, research on Japanese companies that consistently outperform their American competitors, American companies that still have good performance amidst intensification of heated business competition since the 1970s, and companies that is struggling to develop and implement strategies to face the new competitive environment. Corporate culture can have a significant influence, especially if the culture is strong.

A strong corporate culture can result in a company being able to increase its competitiveness, so that it can take coordinated actions against competitors and customers. Apart from that, corporate culture can direct employees who have more competence to be able to achieve goals together. This paper specifically discusses the role of learning and organizational culture in increasing organizational competitiveness.

Organizational Learning

Senge (1994) says that learning is no longer the same as acquiring knowledge, but behavior will change when you learn. By studying seriously, you can know well what is known as human values. Through learning can rebuild yourself. Through learning will be able to do something that has never been done before. Through learning can feel again the world and the existence of one's own relationship with the world. Through learning can expand the ability to create, and become part of the process of generating life. In every human being there is a strong desire to learn.

Still according to Senge (1994) that learning occurs when individuals are regularly given space to discover and create the reality they face or learn. In this way, individuals at each stage become new human beings, can do, understand or live up to something they have not experienced before, can have different perceptions of the reality they face, and become part of the formation of a generation that has a new paradigm.

Argyris (1996) reveals that organizational learning is a process of detecting and correcting errors. Garvin (2000: 11) defines organizational learning as organizational expertise to create, acquire, interpret, transfer and share knowledge, which aims to modify its behavior to describe new knowledge and insights. Competitive organizations must develop a culture of learning and become learning organizations. A learning organization (learning organization) is an ongoing process within an organization that provides smooth learning and individual development for all employees, while maintaining continuous transformation, empowering human resources in an effective learning organization (learning organization) requires skills that must be possessed by every personnel to build a learning organization. These skills are: personal mastery (competent), mental models (mental patterns), shared vision (same vision), team learning (learning team), and systems thinking (system thinking), so that learning organizations can be realized optimally. Optimal learning organization can have a positive impact on achievement. Self-achievement is the appearance of personal work both in quantity and quality in an organization. Basically

this learning organization is a concept in which the organization must go through a continuous learning process independently to face obstacles both from within and from outside the organization to achieve common goals. An important benefit of building a learning organization is that the organization is able to face the challenges of change in all aspects of the living environment and adapt to these changes in order to survive and develop, achieve high performance and win the competition, and improve quality by generating innovation.

Khandekar and Sharma (2006) define organizational learning as an organization that facilitates learning for all members of its organization and continuously transforms itself. Organizational Learning is the process of acquiring knowledge individually and in groups that are willing to apply it to their work in making decisions and influencing each other as a dynamic capability as a source of competitive advantage.

Organizational Learning is based on the basic principles of learning, namely receiving and collecting information, interpreting it, and acting on the interpretation of that information (Garvin, 2000:13). Organizational learning provides the principles and foundations that make organizational learning possible (Cleveland and Plastrik, 1995). Organizational Learning can also be described as a set of organizational behaviors that demonstrate a commitment to learning and continuous improvement. Organizational learning is a type of activity within an organization where an organization learns (Ortenblad, 2001). Besides that, organizational learning according to López et al. (2005) is a dynamic process of creating, acquiring, and integrating knowledge to develop resources and capabilities to contribute to better organizational performance. Organizational learning according to Senge (1994) is one of the skills that must be possessed by leaders. In learning in the organization, superiors continuously provide opportunities for every member of the organization to learn and because with learning abilities will increase.

Van Vught (1995) explains several things that play an important role as levers and drivers of learning in organizations, namely: commitment to a shared vision, maintaining dialogue habits, mobilizing activities, designing the right organizational context (designing organizational infrastructure that fits the characteristics or needs of new knowledge), and share new knowledge to all units and levels of the organization.

Watkins and Marsick (1993:11) provide a practice-oriented concept, namely organizational learning that is focused on people. In their view, organizational

learning is defined by and depends on structures and processes that: create ongoing opportunities for learning, foster inquiry and dialogue, encourage collaboration and group learning, establish systems for acquiring and sharing learning, empower organizational members towards a shared vision, and linking the organization to its environment.

Organizational learning in this study refers to the opinion of Garvin (2000) who defines organizational learning as organizational skills to create, acquire, interpret, transfer and share knowledge, with the aim of modifying the behavior of its members to develop new knowledge and insights. Because organizations learn through individuals in the organization, organizational learning in this study occurs through leadership learning. As revealed by Kim (1993) who emphasizes the importance of the relationship between individual learning and organizational learning by stating that "organizations primarily learn from members of the organization." Marquardt (1996:21) states that individual learning and organizational learning cannot be separated. Organizations learn through the individuals who are part of the organization. Individual learning refers to changes in skills, insights, knowledge, attitudes, and values acquired by a person through experience, insight and observation.

Organizations that practice organizational learning are those that have expertise in creating, acquiring, and transferring knowledge, and modifying their behavior to reflect new knowledge and experiences. Organizational Learning resists stability by means of constant self-evaluation and experimentation. Baldwin et al. (1997) stated that organizational members at all levels, not just top management, are continuously observing the environment in an effort to obtain important information, change strategies and programs needed to benefit from changes in the environment, and work with appropriate evaluation methods, procedures, and techniques. continuously repaired. Organizations that are willing to experiment and are able to learn from their experiences will be more successful than organizations that do not (Wheelen and Hunger, 2002:9). In order to achieve and maintain a competitive advantage in a rapidly changing business environment, organizations must be able to increase their learning capacity (Marquardt, 1996).

An organization learns in several ways. Pearn et al. (1995) stated that organizational learning emphasizes the use of learning processes at individual, group and organizational levels to transform organizations into various ways that can increase stakeholder satisfaction. Kim (1993) emphasizes the importance of the relationship between individual learning and

organizational learning by stating that "organizations primarily learn from members of the organization". Individual learning and organizational learning cannot be separated.

Organizations learn through the individuals who are part of the organization. Individual learning refers to changes in skills, insights, knowledge, attitudes, and values acquired by a person through experience, insight and observation (Marquardt, 1996). It can be said that formal education is a way to improve individual abilities and that organizations benefit from the various activities of these educated individuals. According to this view, learning is a phenomenon in which organizations benefit from the skilled members of their organizations. Today, individual learning does not guarantee learning organizations, but organizational learning will not occur without individual learning (Garvin, 2000; Kim, 1993).

The concept of individual learning implicitly explains that humans have the ability to learn and change to achieve self-maturity. Humans are expected to always be willing to learn about their environment (out-side in-down), and at the same time get to know and then actualize themselves (inside up-out). It is hoped that humans are able to position themselves according to their own capacity, so that they can provide the best contribution at least for themselves, and more broadly to create prosperity for the organization, society or the environment.

Group or team learning involves an increase in the knowledge, skills and competencies that are shared by the group and within the group. Meanwhile, organizational learning refers to increased intellectual and productive capabilities obtained through the commitment of the entire organization and opportunities for continuous improvement. Organizations also learn from other organizations, for example when a company acquires or merges with another company, the company can absorb the company's methods and procedures or combine them with its own methods and procedures, so that new knowledge is formed both in its processes and personnel. Without an organizational learning mechanism, the organization will not be able to maintain the consistency of its growth and development, so it will not be able to produce greater added value for stakeholders (Marquardt, 1996). Basically there is no fundamental difference between individual learning processes and organizational learning processes. The difference occurs in the number of members involved, so the main concept of the organizational learning process is learning together (involving all members of the organization), where sharing mechanisms (both sharing ways of thinking,

sharing perspectives, sharing mental models or sharing shared visions) are the main key to success. from the organizational learning process, and after the formation of organizational tacit knowledge, followed by an institutionalization process to transform organizational tacit knowledge into organizational explicit knowledge.

The benefits of building a learning organization (Senge, 1994), namely:
1. Can anticipate, as well as adapt to changes that occur
2. Avoid repeating mistakes.
3. Can maintain critical old wisdom and knowledge that might be lost or forgotten.
4. Able to accelerate the development of products and services significantly
5. Streamlining the flow of knowledge throughout the organization
6. Easy to learn, both from competitors and collaborators
7. Can shorten the time in making strategic changes.

Dimensions of Organizational Learning Senge (1994) states that there are five learning dimensions that are very necessary to realize Organizational Learning, namely: (1) systems thinking; (2) mental models; (3) personal mastery (4) team learning (5) shared vision. These five dimensions will be explained in more detail below.

1. System thinking (System Thinking)
Includes a framework that is used to explain a pattern of events, or help explain the process of change. It is a conceptual pillar that underlies all disciplines in a learning organization. Systems thinking is closely related to shifting the mindset from a partial perspective to a more holistic perspective, seeing the phenomenon as a whole so that the emphasis is more focused on interconnectedness frameworks.

System thinking is also a paradigm that does not only emphasize one pattern of change but rather a dynamic and systematic way of thinking. Therefore, organizations that are built with a system mindset will be able to see the overall pattern of change with the view that all human beings are interrelated, influence each other and form synergies.

2. Mental models (Mental models)
Mental models are assumptions to explain how to understand the processes in this world and how to act in response. They are also windows from which we see, and we must clean these windows so that we can adapt to the phenomena around us. Mental models can be interpreted as deep assumptions, generalizations or views that influence how humans understand the real world around them and how humans take action.

Humans are often not aware of the Mental models they have or the influence of Mental models on their behavior. Inquiry (curiosity) and Advocacy (advocacy) is a strategy for change. Through mental models, the surface will emerge and the person concerned will be able to discuss productively through openness.

Efforts to update the mental model need to be continuously carried out by everyone in the organization because: first, the mental model influences every decision taken; secondly, if a decision is made on the basis of a mental model that does not match the objective reality and substance of the decision, then the decision is incorrect and will harm other people; third, an ideal mental model is a mental model that fits (approaches) the description of the objective reality of its substance. With a mental model in accordance with objective reality, the decisions taken can be better and more effective.

1. Personal Mastery
Personal Mastery expresses the degree of fluency or expertise in a particular subject. This ability requires a long-term learning commitment to develop specific skills, at any position in the organization. In simple terms, it can be interpreted as an individual's ability to develop in mastering and understanding certain aspects. Someone who has a fairly high Personal Mastery can consistently realize what he wants. These people do it diligently through the learning process that they do themselves continuously and not just to achieve goals.

Personal mastery is not a knowledge or discipline that is owned, but rather a process or path that is passed to achieve some vision of the future. Personal mastery is something that makes a person's life more creative and innovative, has high self-confidence, has a great sense of responsibility and high commitment. Someone who exercises personal mastery will always see something unexpected, a mistake or failure, as a delayed success and as an opportunity to learn, so he never blames others.

The concept of personal mastery is learning at the individual level, which is the foundation for whether or not organizational learning is possible. Whether or not there is a learning process at the individual level (personal mastery) in an organization will determine whether there is learning at the group level (team learning). Furthermore, whether or not there is a learning process at the group level will determine whether or not there is learning at the organizational level. Therefore the learning process at the individual level must really be regulated, motivated, facilitated and appreciated, and developed in each individual.

Personal Mastery is a personal discipline that continually clarifies and deepens vision by looking at reality objectively, and by focusing energy and developing patience. This element is an essential aspect of learning organization. Humans who have high Personal Mastery have positive characteristics. They have a high commitment to the goals that lie behind their vision. Individuals who have these characteristics see vision as a calling, not just a brilliant thought.

1.1. Learning Team (Team Learning)
A. Team learning focuses on the process of synchronizing and developing the capacity of the team to get the desired result or output. Team learning is a vital force in creating a learning organization. Team learning is basically a process of increasing team capacity so that results are created which are the embodiment of the desires and cooperation of each individual in the team. Therefore, the understanding of the team implies a group of people working together as a unified whole, trusting each other, respecting each other's strengths in the team so that fellow teams can complement and contribute to the realization of the desired teamwork results.

B. Team learning relates to the collective skills and expertise of individuals that produce higher quality thinking than individual thinking. Through Team Learning, a strong sense of togetherness and ownership will grow where each individual will interact to channel his energy to create common goals, vision and understanding among individuals. Team learning will run optimally if there are effective discussions and dialogues between individuals who are in the team.

C. The team learning model builds on the other five disciplinary models by facilitating processes of dialogue and group reflection

D. necessary to develop a mutually acceptable model of thinking. Team learning relates to how teams jointly think about various complex problems they face and how teams can create something they really want to create. Team learning relies heavily on dialogue, which is a technique for harmonizing conversations between team members.

20. Shared Vision

This discipline includes the expertise to see the future for a realistic, believable, attractive to raise commitments and reach for the future by mobilizing the ability of resources. Shared Vision is a vision that is formed from individual vision with the aim that the organizational vision is a reflection and reflection of personal vision. A shared vision is vital in a learning

organization because vision can provide focus and energy for the learning process.

A shared vision is not only important at the start of an organization's formation, so that it can serve as a guide, but also throughout the life of the organization. The shared vision needs to be continuously maintained and reviewed, therefore organizational life is greatly influenced by changes in the external organization. The power of personal vision is obtained from the deep concern of those who have the vision, while the power of shared vision is obtained from mutual concern.

To be able to realize a shared vision, an effective leader will always think in multiple time horizons, namely in making decisions not only thinking about the moment or the present, but also thinking about the impact of decisions taken for the future, and looking at past experiences. so as not to repeat past failures for the same matter.

A vision of the future really belongs together if individuals and organizations have the same picture and are mutually committed to achieving it. There are several descriptions of individual reactions and attitudes towards a shared vision: (1) commitment, namely both wanting and trying to make it happen; (2) participation, namely wanting and doing whatever can be done within the limits according to regulations; (3) compliance: sincere compliance and formal compliance, reluctant compliance; disobey because they do not see the benefit of the vision and will not carry out what is expected; apathetic, neither for nor against the vision.

The five disciplines of organizational learning need to be internalized and developed as a unified whole, so that they can be realized in the daily actions of an organization.

Organizational culture

The term organizational culture emerged from the general concept of culture rooted in anthropological, historical, sociological and psychological perspectives. Kroeber & Kluckhohn (1952) released a list containing 160 different definitions of culture as an indication of the diversity of concepts of the term culture. The importance of culture for a leader is emphasized by Schein (2010) with a statement "The bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will manage them. Cultural understanding is desirable for all of us, but it is essential for leaders if they are to lead." It is said that the basic thing that leaders should know is that if they are not aware of the culture they are in, then that culture will govern them. Cultural understanding is

hoped for by all of us, but it is especially important for leaders if they are to lead.

Organizational culture is generally understood as a set of key values, assumptions, understandings and norms shared by members of the organization and taught/inherited to new members of the organization as the right thing (Daft, 2005). Organizational culture is an important factor that can be used by managers to direct training in their companies (Smircich, 1983). The study of organizational culture covers several aspects, including those based on their level (visible, expressed values, assumptions used), strengths (strong or weak), and adaptability (adaptive or non-adaptive). Organizational culture can be assessed in many dimensions, although conceptually it seems different, but basically it has similarities with regard to the models and theories used. For example, culture can be categorized in several ways as adaptability/achievements/clan/bureaucratic (Daft, 2005)., clan/adhocracy/hierarchy/market (Cameron and Freeman, 1991; Quinn and Cameron, 1983; Quinn and Rohrbaugh, 1983), and communal/fragmentation/network/mercenary (Goffee and Jones, 1998)

Wallach (1983) argues that organizational culture is a combination of three categories, namely bureaucratic, innovative and supportive with different degrees. This study adapts Wallach's (1983) framework. Wallach (1983) states that the organizational culture index (OCI) describes the profile of organizational culture with stereotype dimensions and organizational image can be translated from a combination of these three dimensions. Bureaucratic culture is characterized by the following characteristics: hierarchical, cross-departmental relationships, organized, systematic and has clear lines of responsibility and authority in the organizational structure. An innovative culture has the following characteristics: creative, result-oriented, and a challenging work environment. A supportive culture is characterized by teamwork and people-oriented (relational), encouraging employees to take action and a trusting work environment. An employee can be more effective in his current job and realize his best potential when there is a match between individual motivation and organizational culture. This has significant implications in the process of recruitment, management, motivation, development and retention of employees (Shadur et al., 1999).

Effective leaders act as culture builders and market orientation creators (Narver et al., 1998). The importance of the role of leadership in transforming organizational culture and creating market orientation is clearly emphasized by Senge (1990) in Narver et al., (1998) by stating "Top management plays a

critical leadership role in changing a culture in general, and in creating a market orientation in particular. Building a organization's culture and shaping its evolution is the "unique and essential function of leadership" It is said that top management plays a very important leadership role in changing organizational culture in general and creating market orientation in particular. Building organizational culture and shaping the evolution of organizational culture is an essential and unique function of leadership. In line with Senge, Schein (1983) found that the three mechanisms that most powerfully unite and transform culture are manifestations of leadership, namely (1) providing role models, teaching and training; (2) the leader's role in measurement and control; and (3) leaders' responses to organizational incidents and crises. The theory and findings of Jaworski and Kohli (1993) confirm the importance of top management leadership in creating market orientation. Thus it can be emphasized that leadership is very important in realizing and maintaining successful cultural change in an organization. Without proper leadership, it is simply impossible to create a market orientation.

Conclusion

To face today's very intense competition, all organizations must pay attention to their strategy so that they can face competition (Natalia & Elitan, 2019). There needs to be a correct strategy to win the competition, while strategies including organizational learning and organizational culture have an important role in an organization that wants to win the competition. Organizational Learning is the process of acquiring knowledge individually and in groups that are willing to apply it to their work in making decisions and influencing each other as a dynamic capability as a source of competitive advantage. The role of a leader is very important in overseeing the culture of a good organization and making it a norm that must be obeyed by all members and achieving organizational goals that have been set. An organization is a consciously coordinated social unit that functions on a relatively continuous basis to achieve a common goal. A learning organization is an organization that proactively creates, acquires, and transfers and changes its behavior based on its new knowledge and insights. The learning organization (learning organization) makes a positive contribution to the organization regarding systematic problem solving as an initial activity that emphasizes the philosophy and methods used for quality improvement, which is carried out through training programs in problem solving techniques.

Furthermore, in accordance with the discussion of this paper, it can also be concluded that organizational culture can be seen clearly (concrete) and is more abstract. Organizational culture whose concrete form can be seen clearly, for example the organization includes acronyms, dress styles, awards, myths and stories about the organization, published lists of values, observable ceremonies and rituals, special parking lots, decorations, and so on. Apart from that, this concrete nature also includes the behavior shown by individuals and groups in the organization. While organizational culture is abstract, culture reflects on the values (values) and beliefs (beliefs) that are owned by members of the organization. Concrete organizational cultures are easier to change than abstract ones. The values contained in organizational culture that are abstract last longer and do not change too quickly. Individuals who join the organization will accept the values and beliefs that are taught to them. However, the values and beliefs they receive are not necessarily enough to help them achieve the results determined by the organization. These individuals need to learn so that the values and beliefs they have can be develop themselves. Based on some of the opinions above, it can be stated that organizational culture is very complex and has multi dimensions. Organizational culture is a set of values and beliefs that are accepted and applied by all members of the organization in achieving predetermined goals. Thus, organizational culture is nothing but a set of rules and conditions that are agreed to be implemented by members of the organization to achieve the goals set. Organizational culture has a high value if its members obey the rules and conditions set by the organization. On the other hand, it has a high value. low if the members of the organization do not comply with the rules and regulations of the organization. Organizational culture is a reflection of its characteristics, not the feelings of its members. Therefore, organizational culture is a descriptive term so that it can be distinguished from work attitudes. Researchers on organizational culture found ways to measure employees' views of the organization, compliance with organizational provisions, respecting the goals to be achieved, respecting organizational development, and encouraging competition. While research on work attitudes emphasizes more on how to measure the response from the work environment. The employees lead to their feelings to assess their work, positive-negative, good-bad, or satisfactory-unsatisfactory.

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